

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: AVALON ELEMENTARY

District Name: Orange

Principal: Pamela Sanders

SAC Chair: Jackie Carroll

Superintendent: Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 10/1/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Pamela Sanders	Bachelor of Science Masters, Elem Ed and Early Childhood Specialist, Ed Leadership Certifications: Educational Leadership	11	18	<p>2011-2012: Grade A, High Standards in Reading 85%, Math 88%, Writing 97%, Science 79% Learning Gains in Reading 82%, Math 81% Lowest 25% Making Gains in Reading 88%, Math 76%</p> <p>2010-2011: Grade A, made AYP, High Standards in Reading 95%, Math 98%, Writing 98%, Science 95% Learning Gains in Reading 74%, Math 78% Lowest 25% Making Gains in Reading 79%, Math 91%</p> <p>2009-2010: Grade A, made AYP, High Standards in Reading 94%, Math 95%, Writing 95%, Science 82% Learning Gains in Reading 71%, Math 74% Lowest 25% Making Gains in Reading 67%, Math 78%</p>

	Elementary Education Early Childhood Education Gifted K-12			2008-2009: Grade A, made AYP, High Standards in Reading 97%, Math 97%, Writing 99%, Science 84% Learning Gains in Reading 82%, Math 84% Lowest 25% Making Gains in Reading 88%, Math 81% 2007-2008: Grade A, made AYP, High Standards in Reading 93%, Math 94%, Writing 92%, Science 74% Learning Gains in Reading 74%, Math 71% Lowest 25% Making Gains in Reading 74%, Math 64%
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
CRT	Gretchen Krasoski	Bachelor of Science in Education, Master of Education. Elementary Ed and ESOL Certification	11	9.5	2011-2012: Grade A, High Standards in Reading 85%, Math 88%, Writing 97%, Science 79% Learning Gains in Reading 82%, Math 81% Lowest 25% Making Gains in Reading 88%, Math 76% 2010-2011: Grade A, made AYP, High Standards in Reading 95%, Math 98%, Writing 98%, Science 95% Learning Gains in Reading 74%, Math 78% Lowest 25% Making Gains in Reading 79%, Math 91% 2009-2010: Grade A, made AYP, High Standards in Reading 94%, Math 95%, Writing 95%, Science 82% Learning Gains in Reading 71%, Math 74% Lowest 25% Making Gains in Reading 67%, Math 78% 2008-2009: Grade A, made AYP, High Standards in Reading 97%, Math 97%, Writing 99%, Science 84% Learning Gains in Reading 82%, Math 84% Lowest 25% Making Gains in Reading 88%, Math 81% 2007-2008: Grade A, made AYP, High Standards in Reading 93%, Math 94%, Writing 92%, Science 74% Learning Gains in Reading 74%, Math 71% Lowest 25% Making Gains in Reading 74%, Math 64%
Reading Coach	Christy Phelps	Bachelor of Science in Elementary Education, Elementary Ed and ESOL Certification	11	1	2011-2012: Grade A, High Standards in Reading 85%, Math 88%, Writing 97%, Science 79% Learning Gains in Reading 82%, Math 81% Lowest 25% Making Gains in Reading 88%, Math 76%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	All instructional applicant resumes are reviewed to determine if the applicant is highly qualified. Verbal references are obtained to determine if the candidate is of high quality. OCPS E-Recruiting System will be used to seek out additional highly qualified applicants. Once hired, the teacher will be provided staff and professional development	Pamela Sanders Brenda Hull	On-going	

through PLCs on school procedures and the continuous improvement model.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	3.2%(2)	37.1%(23)	46.8%(29)	12.9%(8)	41.9%(26)	100.0%(62)	11.3%(7)	12.9%(8)	93.5%(58)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kelly Bryant	Lexi Hiller Scott Stumpf	Mrs. Bryant is a veteran teacher on the 4th grade team. She is willing to share her knowledge and expertise of the fourth grade curriculum.	Mentee will set personal and professional goals with guidance of Mrs. Bryant. Observe the Mrs. Bryant: hold a pre-conference discussing what the focus of the observation will be, the mentee will take notes during the observation to facilitate discussion during post-conference.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Committee consists of:

Pamela Sanders, Principal
Christy Phelps, Reading Coach
Gretchen Krasoski, Curriculum Resource Teacher
Donald Vega, Dean
Grace Felipa-Hayes, RtI Specialist
Stacy Dixon, SLD Teacher
Wendi Lowrey, Speech Pathologist
Michelle Scott, School Psychologist

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team will meet regularly to sustain a culturally embedded problem-solving environment to promote an exceptional school with commendable teachers and students.

The team meets once a week, to engage in the following activities:

Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus while making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team met with principal and leadership team to aid in the development of the SIP. The team provided data on: specific targets; academic and social needs ; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network, EduSoft, WriteScore, FAIR, Diagnostic Reading Assessment, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: EduSoft Mini-Assessments, FAIR Targeted Diagnostic Inventory, FCAT Explorer, Florida Achieve (FOCUS Assessments), FCAT Simulation

Midyear: Edusoft, FAIR, Diagnostic Reading Assessment

End of Year: FAIR, EduSoft, FCAT

Frequency of Data Days: twice a month for data analysis with all grade level teams.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' planning period and small sessions will occur throughout the year. The MTSS Leadership Team will provide training as the pyramid to intervention is developed and implemented. The RtI Committee will also evaluate additional staff professional development needs during the weekly RtI meetings.

Describe the plan to support MTSS.

The MTSS Leadership Team under the guidance of the RtI Specialist will provide structured support for each teacher based on individual students needs. The RtI Specialist will collaborate regularly with PLC's and individual teachers, closely identifying trends and patterns using school-wide and grade-level data. The data will be used to decide which interventions will be maintained or layered.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Avalon Elementary implemented a school-based literacy leadership team which consists of the Principal, Reading Coach, Curriculum Resource Teacher, Dean, Media Specialist, Staffing Specialist, SLD Teacher, Speech Pathologist and Technology

Support Rep.

Pamela Sanders, Principal
Christy Phelps, Reading Coach
Gretchen Krasoski, Curriculum Resource Teacher
Donald Vega, Dean
Cathy Stallings, Media Specialist
Grace Felipa-Hayes, RTI Specialist
Stacy Dixon, SLD Teacher
Wendi Lowrey, Speech Pathologist
John Jarnagin, Technology Support Rep

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) meets monthly to discuss, share, and plan based on observations and student data. The team supports teachers in the implementation of the K-12 Reading Plan. The LLT promotes the use of a variety of assessment strategies to support students' literacy achievement. The team also promotes and assists teachers in analyzing data for instructional decision-making. Professional learning opportunities to improve literacy are planned, organized, and delivered by the LLT.

What will be the major initiatives of the LLT this year?

The major initiatives of the Literacy Leadership Team will be to promote reading success. The LLT will meet regularly to discuss and analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate curriculum to be sure it is consistent across all grade levels. Designated members will meet with grade level teams to share reading messages and plans for the school year. Grade level leaders will keep their teams' administrative team member informed of team decisions on their professional needs to strengthen student learning. The literacy team will choose professional development that is aligned with the needs of the staff.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	88% of the students will score at or above a Level 3 on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 24% (103) of all students taking the FCAT Reading test scored at Level 3.	By July 2013, at least 88% of all students taking the FCAT Reading test will score a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teaching all Next Generation Sunshine State Standards to mastery.	PLC will meet frequently to analyze and interpret data. PLC will address concerns and needs. Provide intervention strategies and programs for students who are below grade level.	Principal Dean CRT Classroom Teacher	Frequent monitoring of all student learning progress. Provide weekly on-going progress monitoring for Tier 2 and 3 students. Participate in PLCs to discuss and share student learning progress, areas of improvement, and intervention strategies.	District Edusoft Reading Benchmark Assessments FAIR Assessment FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	64% of the students at Avalon Elementary will score at Levels 4 and 5 on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 61% (264) of all students taking the FCAT Reading test scored at Levels 4 and 5.	By July 2013, 64% of all students taking the FCAT reading test will score at a Level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Moving students who scored a Level 3 on prior FCAT Reading test up to a Level 4 or 5.	Identifying bubble students between a Level 3 to 4 or a Level 4 to 5. Implementing enrichment reading groups and continuing differentiated small group instruction.	Reading Coach Principal Dean CRT	Edusoft Reading Mini Assessments FAIR Ongoing Progress Monitoring	District Reading Edusoft Benchmark Assessments FAIR FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	85% of the students at Avalon Elementary will make learning gains on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (231) of the students taking the 2012 FCAT Reading test made learning gains.	By July 2013, 85% of students taking the FCAT Reading test will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The time ELL and ESE students need to acquire new information.	Provide additional intensive instruction outside of the 90 minute reading block. Students attend early morning computer lab from 8:00 to 8:30 am and work on computer-based reading intervention program.	Principal Reading Coach CRT	Imagination Station Reading Intervention Data Imagination Station On Demand Assessments	Edusoft Reading Mini Assessments FAIR Edusoft Reading Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	91% of students in the Lowest 25% at Avalon Elementary will make learning gains on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading test, 88% (62 of 71) of students in the Lowest 25% made learning gains.	By July 2013, 91% of students in the Lowest 25% taking the FCAT Reading test will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Scheduling time to provide extended reading support focusing on targeted learning needs.	Students in the Lowest 25% will receive daily intensive reading support for 20 minutes during	Principal CRT	Comprehension and Phonics Skill Bag Assessments	FAIR Ongoing Progress Monitoring

1	<p>their daily computer lab time.</p> <p>Students below grade-level will work (3 to 5 times per week) with trained paraprofessionals using instructional strategies based on student data while focusing on the learning needs of the students.</p>	<p>Reading Coach</p> <p>Dean</p>	<p>STAR Reading Assessment</p> <p>Easy CBM</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		<p>Reading Goal #</p> <p>Avalon Elementary has 88% (343) of our general education students meeting standards in reading. We have 45% of our ESE (20) students meeting standards in reading. We currently have an achievement gap of 43%. Each year, over</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	33%	23%	13%	3%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	100% of our Asian students, 84% of our Black students, and 80% of our Hispanic students and 91% of our White students taking the 2013 FCAT Reading test will score a Level 3 or higher.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
7% (1) of our Asian students, 19% (5) of Black students, 23% (27) of Hispanic students, and 12% (28) of our White students scored below a Level 3 on the 2012 FCAT Reading test.	By July 2013, 100% of our Asian students, 84% of our Black students, 80% of our Hispanic students, and 91% of our White students taking the FCAT Reading test will score a Level 3 or higher.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to monitor progress.	Continue PLCs and progress monitoring meetings to ensure student achievement among our student subgroups by ethnicity. Classroom teachers will focus on results and create a climate of collaboration to intervene as needed.	Principal MTSS Leadership Team Classroom Teachers	PLC Meetings Progress Monitoring Meetings	FAIR Edusoft Reading Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	62% of English Language Learners taking the 2013 FCAT Reading test will make satisfactory progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (13 of 31) of English Language Learners did not make satisfactory progress on the 2012 FCAT Reading test.	By July 2013, 62% of all English Language Learners taking the FCAT Reading test will score a Level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The time ELL students need to acquire new information.	Provide additional intensive instruction outside of the 90 minute reading block. Students attend early morning computer lab from 8:00 to 8:30 am and work on computer-based reading intervention program.	Principal Reading Coach CRT	Imagination Station Reading Intervention Data Imagination Station On Demand Assessments	Edusoft Reading Mini Assessments FAIR Edusoft Reading Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	51% of Students with Disabilities taking the 2013 FCAT Reading test will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (23) of Students with Disabilities did not make satisfactory progress on the 2012 FCAT Reading test.	By July 2013, 51% Students with Disabilities will make satisfactory progress as measured by the FCAT Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The time ESE students need to acquire new information.	Provide additional intensive instruction outside of the 90 minute reading block. Students attend early morning computer lab from 8:00 to 8:30 am and work on computer-based reading intervention program.	Principal Reading Coach Dean	Imagination Station Reading Intervention Data Imagination Station On Demand Assessments	Edusoft Reading Mini Assessments FAIR Edusoft Reading Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	81% Economically Disadvantaged Avalon Elementary students taking the 2013 FCAT Reading test will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:

22% (27) Economically Disadvantaged students did not make satisfactory progress on the 2012 FCAT Reading test.

By July 2013, 81% Economically Disadvantaged Avalon Elementary students will make satisfactory progress as measured by the FCAT Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to monitor progress.	Continue PLCs and progress monitoring meetings to ensure student achievement among our Economically Disadvantaged students. Classroom teachers will focus on results and create a climate of collaboration to intervene as needed.	Principal MTSS Leadership Team Classroom Teachers	PLC Meetings Progress Monitoring Meetings	Edusoft Reading Mini Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implement practice of allowing students to bring their own technology to use in classroom to support learning.	3rd-5th	Don Vega Daniela Mitchell	3rd-5th Grade Classroom Teachers	Every Wednesday morning	Classroom visits Edmodo discussions	Don Vega
Designing and Communicating Clear Learning Goals	K-5	Gretchen Krasoski, CRT Christy Phelps, Reading Coach	All Instructional Staff	Grade Level Meetings	Class Walkthroughs and Observations	Principal Reading Coach
FAIR and Edusoft Data Analysis	K-5	Gretchen Krasoski, CRT Donald Vega, Dean Christy Phelps, Reading Coach	Classroom Teachers	Grade Level Meetings	PLC will monitor, discuss, and share interventions and student results.	Reading Coach Team Leaders MTSS Leadership Team
Common Core	K-1	Gretchen Krasoski, CRT Shanda Clarke, Black Belt Team Stephanie Thomas, Black Belt	Primary Classroom Teachers	Grade Level Meetings	Classroom Walkthroughs	Leadership Team

		Team				
MTSS	K-5	Grace Felipa-Hayes, RtI Coach Stacy Dixon, ESE Teacher	All Instructional Staff	Grade Level Meetings	Classroom Walkthroughs, RtI Meetings	Leadership Team MTSS Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready by Curriculum Associates	Florida Ready provides a combination of assessment and intensive instruction on all the Next Generation Sunshine State Standards.	School Budget	\$4,000.00
ForeSight Assessment	ForeSight Assessments provides in depth feedback data allowing teachers to drive their instruction. The data pinpoints where to focus instruction to maximize learning.	School Budget	\$6,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Imagination Station	Imagination Station is a data-driven comprehensive reading intervention program for students K-5.	School Budget	\$6,000.00
Renaissance Place - Accelerated Reader and STAR Reading	Provides daily information about student reading and makes it easy to continuously monitor comprehension, track the time students spend reading, and differentiate reading practice.	School Budget	\$4,000.00
Brainchild WebAchiever	Formative assessment and instructional FCAT online assessment program to assess and adjust instruction on Next Generation Standards, as measured by the FCAT tests.	School Budget	\$950.00
			Subtotal: \$10,950.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20,950.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal # 1:	67% of the students will score proficient in listening/speaking on the 2013 CELLA.
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2012 Current Percent of Students Proficient in listening/speaking:

2012 CELLA results showed that 64% (9) Avalon Elementary students scored proficient in listening/speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary for English Language Learners	Classroom teachers will use graphic organizers and Marzano's strategies for academic vocabulary development when teaching key vocabulary terms.	Principal CRT Classroom Teacher	Weekly team planning. Submission of lesson plans each week. Lesson plans will include essential question, learning goal, vocabulary, assessments, and homework for each lesson.	Lesson plan reviews

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	70% of Avalon Elementary taking the 2013 CELLA will score proficient in reading.
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2012 Current Percent of Students Proficient in reading:

2012 CELLA results showed that 67% Avalon Elementary students scored proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners lacking solid reading strategies in their native language	Differentiated Instruction based on student data and student learning styles. Use of bilingual dictionaries	Principal CRT Reading Coach	Data collection	FAIR Assessment District Edusoft Benchmark Assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	47% Avalon Elementary students taking the 2013 CELLA will score proficient in writing.
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2012 Current Percent of Students Proficient in writing:

2012 CELLA results showed that 44% (4) Avalon Elementary students scored proficient in writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary for ELLs	Teachers will use graphic organizers and/or Marzano's strategies for academic vocabulary development when teaching key vocabulary. Use bilingual dictionaries	Principal CRT Reading Coach	Data collection	Monthly writing prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	91% of students at Avalon Elementary will score at a level 3 or above the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 23% (101) of all students taking the FCAT Math test scored at Level 3.	By July 2013, 91% of all students taking the FCAT Math test will score a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teaching all Mathematics Next Generation Sunshine State Standards to mastery.	PLC will meet frequently to analyze and interpret data. PLC will address concerns and needs. Provide intervention strategies and programs for students who are below grade level.	Principal Dean CRT Classroom Teacher	Frequent monitoring of all students' learning progress. Provide weekly on-going progress monitoring for Tier 2 and 3 students. Participate in PLCs to discuss and share student learning progress, areas of improvement, and intervention strategies.	District Edusoft Benchmark Assessments FCAT
2	Moving students who scored a Level 1 or 2 on prior FCAT Math test up to a Level 3 or higher.	Identify students between a Level 1 or 2 and bubble students between Level 3 to 2.	Principal Dean CRT Classroom Teacher	Edusoft Math Mini Assessments Envision Math Assessments	District Math Edusoft Benchmark Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	67% of the students at Avalon Elementary will score at Levels 4 and 5 on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 64% (281) of all students taking the FCAT Math test scored at Levels 4 and 5.	By July 2013, 67% of all students taking the FCAT Math test will score at a Level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Moving students who scored a Level 3 on prior FCAT Math test up to a Level 4 or 5.	Identifying bubble students between a Level 3 to 4 or a Level 4 to 3. Implementing enrichment math groups and continuing differentiated small group instruction.	Principal Dean CRT	Edusoft Math Mini Assessments Envision Math Assessments	District Math Edusoft Benchmark Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	84% of the students at Avalon Elementary will make learning gains on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

81% (228) of the students taking the 2012 FCAT Math test made learning gains.	By July 2013, 84% of students taking the FCAT Math test will make learning gains.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students identified as ELL and ESE learners.	Provide additional intensive instruction in mathematics using Envision Supplemental Lessons. Students attend early morning computer lab from 8:00 to 8:30 am and work on FASTT Math to improve computation fluency, and Moby Math to identify and correct gaps in prior learning.	Principal Dean Classroom Teacher	Provide small group instruction targeting specific learning needs of the student. Classroom teachers will frequently monitor the progress of their students on FASTT Math and Moby Math.	Envision Math FASTT Math Moby Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	79% of students in the Lowest 25% at Avalon Elementary will make learning gains on the 2013 FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Math test, 76% (34 of 45) of students in the Lowest 25% made learning gains.	By July 2013, 79% of students in the Lowest 25% taking the FCAT Math test will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students that have not developed strong foundation of basic math skills.	Additional small group instruction with trained paraprofessionals After school tutoring School-wide implementation of Moby Math	Principal Dean CRT Classroom Teacher	Progress Monitoring using Envision Assessments Edusoft Mini Benchmark Assessments Moby Math Practice Set Scores	Envision Topic Tests District Edusoft Math Benchmark Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Avalon Elementary has 90% (352) of our general education students meeting high standards in math. We have 64% of our ESE (28) students meeting standards in math. We currently have an achievement gap of 26%. Each year, over				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	16%	6%	0%	0%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	91% of our Black students, 75% of our Hispanic students, and 91% of our White students taking the 2013 FCAT Reading test will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (3) of our Black students, 18% (20) of Hispanic students, and 12% (30) of White students scored below a Level 3 on the 2012 FCAT Math test.	By July 2013, 91% of our Black students, 75% of our Hispanic students, and 91% of our White students taking the FCAT Math test will score a Level 3 or higher.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to monitor progress.	Continue PLCs and progress monitoring meetings to ensure student achievement among our student subgroups by ethnicity. Classroom teachers will focus on results and create a climate of collaboration to intervene as needed.	Principal MTSS Leadership Team Classroom Teachers	PLC Meetings Progress Monitoring Meetings	Edusoft Math Benchmark Assessments Envision Topic Tests Moby Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	72% of English Language Learners taking the 2013 FCAT Math test will make satisfactory progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (10 of 32) of English Learners did not make satisfactory progress on the 2012 FCAT Math test.	By July 2013, 72% of all English Language Learners taking the FCAT Math test will score a Level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The time ELL students need to acquire new information.	Provide additional intensive instruction outside of the regular math block. Students attend early morning computer lab from 8:00 to 8:30 am and work on Moby Math.	Principal CRT	Envision Math Assessments Moby Math Practice Set Scores	Edusoft Math Mini Assessments Edusoft Math Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	69% of Students with Disabilities taking the 2013 FCAT Math test will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (15) of Students with Disabilities did not make satisfactory progress on the 2012 FCAT Math test.	By July 2013, 69% of Students with Disabilities will make satisfactory progress as measured by the FCAT Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The time ESE students need to acquire new information.	Provide additional intensive instruction outside of the math block. Students attend early morning computer lab from 8:00 to 8:30 am and work on Moby Math.	Principal Dean	Envision Topic Tests Moby Math Practice Set Scores	Edusoft Math Mini Assessments Edusoft Math Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	83% of Economically Disadvantaged students at Avalon Elementary School taking the 2013 FCAT Math test will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (24) Economically Disadvantaged students did not make satisfactory progress on the 2012 FCAT Math test.	By July 2013, 83% of Economically Disadvantaged students at Avalon Elementary School will make satisfactory progress as measured by the FCAT Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to monitor progress.	Continue PLCs and progress monitoring meetings to ensure student achievement among our Economically Disadvantaged students. Classroom teachers will focus on results and create a climate of collaboration to intervene as needed.	Principal Rtl Team Classroom Teachers	PLC Meetings Progress Monitoring Meetings	Edusoft Math Mini Assessments

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of Moby Math school-wide.	K-5	Tara Ruyter Don Vega Wayne Muse	K-5th Classroom Teachers	Professional development scheduled for September with a follow up in October.	Classroom visits Data reports	Don Vega

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Envision Math Daily Homework	Scientific, evidence-based math program with empirical data that proves its effectiveness in increasing student math achievement.	School Budget	\$425.00
			Subtotal: \$425.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$425.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	82% of students at Avalon Elementary will score a Level 3 or above on the 2013 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results show that 37% (52) of all students taking the FCAT Science test scored at Level 3.	By July 2013, 82% of all students taking the FCAT Science test will score a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mastery of Next Generation Sunshine State Standards.	Student will attend scheduled Science Lab time with classroom teacher and science teacher two to three times per week. Integrating hands-on activities provides student with the opportunity to explore, process, synthesize, and apply fundamental processes related to science.	Principal Classroom Teacher Science Teacher	Students' ability to actively discuss, share and apply science strategies while problem-solving and using science vocabulary to create and test a hypothesis	AIMS Scott Foresman Science Assessment FCAT
2	Ability to read and comprehend grade-level text	Teachers will incorporate more more informational text during reading block. Teachers will Integrate reading and science.	Principal Classroom Teacher Science Teacher	Lesson plan review	Edusoft Science Benchmark Fusion Unit Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	63% of students at Avalon Elementary will score a Level 4 or above on the 2013 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 60% (84) of all students taking the FCAT Science test scored at Levels 4 and 5.	By July 2013, 63% of all students taking the 2013 FCAT Science test will score a Level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' prior knowledge of science content.	K-5th grade will utilize the second Science Lab for to empower students in their own learning process through hands-on learning. Student will attend the lab with their classroom teacher After FCAT is completed, K-4th grade students will attend the lab with science teacher and classroom teacher.	Principal Science Teacher Classroom Teacher CRT	Students' ability to actively discuss, share, and apply science strategies while problem-solving and using science vocabulary to create and test a hypothesis.	AIMS STEM Resource Labs FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	3-5	Stephanie Schnettler	Intermediate classroom teachers	Grade level meetings	Lesson plan reviews	Principal Dean

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Essential Labs	Materials to conduct investigations to support benchmarks Florida students are required to master.	School Budget	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Avalon Elementary will maintain 97% of students scoring a Level 3.0 or higher on the 2013 FCAT Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 97% (137) of all students taking the FCAT Writing test scored at Level 3.0 or above.	By July 2013, 97% of all students taking the 2013 FCAT Writing test will score at Level 3.0 or above.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' prior knowledge of the writing process.	Continue training teachers on school developed writing curriculum. After FCAT, fourth grade teachers will visit third grade classrooms and model the writing process for students and classroom teachers.	Principal CRT Reading Coach Dean Classroom Teacher	Monthly writing prompts	WriteScore Assessment FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	74% of Avalon Elementary students will score at a Level 4 or higher on the 2013 FCAT Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (102) of Avalon Elementary students scored at Level 4 or higher in writing.	By July 2013, 74% of Avalon Elementary students taking the FCAT Writing test will score at Level 4 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	State is rating conventions higher.	Provide training for 4th grade classroom teachers using new Anchor Papers from DOE. During last quin, provide training for 3rd grade classroom teachers.	Principal Reading Coach CRT Classroom Teachers	Monthly writing prompts	WriteScore Assessment FCAT
2	Four new teachers to the 4th grade team.	Provide training on how to score writing papers using state criteria.	Principal Reading Coach CRT Classroom Teachers	Monthly writing prompts	WriteScore Assessment FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Changes to FCAT Writing	4	CRT Reading Coach	4th grade classroom teachers	Team Meeting PLC Meeting	Lesson plan reviews Monthly writing prompts	CRT Reading Coach
Common Core	K-1	CRT Reading Coach	K-1 Classroom Teachers	Preplanning Team Meeting	Lesson plan reviews Monthly writing prompts	CRT Reading Coach
Scoring Writing Prompts using Anchor Papers	4	Reading Coach	New 4th grade teachers	After school meetings	Monthly writing prompts	Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
WriteScore	Student essays are hand-scored according to state-mandated criteria and reflect similar findings. Analysis of student writing identifies strengths and weaknesses to inform the most effective instruction.	School Budget	\$1,700.00
			Subtotal: \$1,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,700.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our attendance rate increased .25% for the 2011-2012 school year. We project a continued increase in the attendance rate for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

The attendance rate for 2011-2012 school year was 96.57%.	The expected attendance rate for the 2012-2013 school year is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In the 2011-2012 school year there were 172 students with excessive absences.	In the 2012-2013 school year, we expect there to be no more than 165 students with excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In the 2011-2012 school year, there were 83 students with excessive tardies.	For the 2012-2013 school year, we expect there to be no more than 75 students with excessive tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Improving school's high attendance rate.	Continuing incentive plan (Mariner Bucks) for students to get to school on time. Advocating the positive correlation between student attendance and student achievement we hope to increase the attendance rate for the 2012-2013 school year.	Classroom Teacher Registrar	Monitoring attendance log and student achievement data. Print and analyze attendance rates on a quarterly basis.	EDW District Benchmark Assessments FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Continuing the Change Starts with Me, Character Development Plan, Avalon Elementary expects the suspension rate to decrease for the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In the 2011-2012 school year, Avalon Elementary had 7 suspensions.	For the 2012-2013 school year, we expect there to be 5 in-suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In the 2011-2012 school year, Avalon Elementary had 1 student with an In-School Suspension.	For the 2012-2013 school year, we expect there to be zero in-school suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In the 2011-2012 school year, Avalon Elementary had 6 out-of-school suspensions.	For the 2012-2013 school year, we expect there to be less than 4 out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In the 2011-2012 school year, Avalon Elementary had 0 students Suspended out-of-school (10 or more days).	For the 2012-2013 school year, we expect there to be zero students suspended for 10 or more days.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining working contact numbers for our students.	School will cross reference numbers given to teachers and the office staff. Classroom teacher will have emergency information cards completed by parents	Registrar Front Office Clerk	We will track the number of students that do not have working numbers. We will send letters home in student planners to try and obtain working numbers when none are found.	SMS Emergency Information Cards

with current contact information.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal # 1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Avalon Elementary will increase PTO memberships to 185 parent/guardian members.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

There were 167 PTO memberships for the 2011-2012 school year.		By July 2013, there will be 185 PTO family memberships, and there will be at least 3 PTO sponsored activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Avalon Elementary currently has 0% of its classroom teachers using problem based learning through technology. By July 2013, we will have 80% of teachers in grades 3-5 incorporating problem based learning through our Bring Your Own Technology program.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In depth teacher knowledge to apply technology effectively where it will enhance student learning.	Teachers will collaborate electronically using Edmodo. Teachers will develop a working knowledge of IT devices. Teachers PLC meetings and workshops for utilizing electronic tools for student research and evaluation.	Don Vega Laurie Jackson Stephanie Schnettler	PLC meetings Teacher survey Classroom observations	Student generated output

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	3-5	Stephanie Schnettler	Intermediate classroom teachers	Grade level meetings	Lesson plan reviews	Principal Dean

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

Additional Goal #1

Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Additional Goal #1 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities) Goal		100% (24) of the intermediate classrooms will actively continue the "Destination College" program and philosophy by June 2012. In addition 100% (25) of the primary classrooms will implement components of the "Destination College" program.			
Additional Goal #1 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities) Goal #1:					
2012 Current level:		2013 Expected level:			
100% of the intermediate grades were steadfast in the belief of creating a classroom environment that integrated the "Destination College" program into the curriculum.		By July 2013, 100% (49) of the primary and intermediate classrooms will have actively implemented the "Destination College" program and philosophy to support academic rigor and promote college readiness.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Classroom Discussions Continue Cornell Notes in Fifth Grade Faculty Training for Destination College Celebrate National College Colors Day College Themed Classroom Decorations	Laurie Jackson Christy Phelps	Class Walkthroughs and Observations	Destination College Committee

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Destination College	K-5	Laurie Jackson Christy	All instructional staff	Faculty Meeting, once every nine weeks	Classroom walkthroughs	Principal Dean

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goal #1

Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities) Goal(s)

Additional Goal #2

All Elementary Students will Read Independently on Grade Level by Age Nine Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Additional Goal #2 All Elementary Students will Read Independently on Grade Level by Age Nine Goal		85% of all third grade students will score at a Level 3 or above on the 2013 FCAT Reading test.			
Additional Goal #2 All Elementary Students will Read Independently on Grade Level by Age Nine Goal #1:					
2012 Current level:		2013 Expected level:			
The 2012 FCAT results showed that 82% (127) of all third graders taking the FCAT Reading test scored at Level 3 or higher.		By July 2013, at least 85% of third grade students taking the FCAT Reading test will score a Level 3 or above.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Third grade students with a retention based on 2012 FCAT Reading results.	Provide an additional hour of intensive instruction outside of the 90 minute reading block.	Reading Coach CRT Dean	Imagination Station Comprehension and Phonics Skill Bag Assessments	Edusoft Reading Mini Assessments Edusoft Reading Benchmark Assessments

1		Student will work (3 to 5 times per week) with trained paraprofessionals using instructional strategies based on student data while focusing on the learning needs of the student.	Principal	Easy CBM	FAIR STAR Reading Assessment FCAT Reading
2	Designing and communicating clear learning goals.	Train classroom teachers how to design effective learning goals and scales based on Marzano's Instructional Strategies.	Principal CRT Reading Coach	Classroom observations Lesson plan reviews	Edusoft Reading Mini Assessments Edusoft Reading Benchmark Assessments FAIR ForeSight Reading Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goal #2

All Elementary Students will Read Independently on Grade Level by Age Nine Goal(s)

Additional Goal #3

Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan.

Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Additional Goal #3 Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan. Goal		100% of the Avalon Elementary classrooms will actively implement the Orange County Public Schools Character Development Plan by June 2012.			
Additional Goal #3 Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan. Goal #1:					
2012 Current level:			2013 Expected level:		
In the 2011 school year, 0% of the Avalon Elementary classrooms actively implemented the Orange County Public Schools Character Development Plan.			By June 2012, 100% of the K-5 classrooms are committed to building honorable character at Avalon Elementary by implementing the Orange County Public Schools Character Development Plan.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding time within the school day to teach and discuss character education.	Mr. Rick Videos Highlight a Monthly Character Development Trait Character Education Themed Leveled-Readers Monthly OCPS Public Service Announcement Video on Wave TV Show Display Character Development Posters on Campus	Cathy Stallings Don Vega Classroom Teachers	Number of in-school and out-of-school suspensions	Class Walkthroughs Observations

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
OCPS					Classroom walkthroughs	

Character Development Plan	K-5	Don Vega	K-5 classroom teachers	Early release day, one time training	Number of in-school and out-of-school suspensions	Don Vega
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Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goal #3

Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan.

Goal(s)

Additional Goal #4

Increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above). Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Additional Goal #4 I increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above). Goal	Avalon Elementary will increase VPK students' readiness by 3% based on FLKRS 2012 score.
Additional Goal #4 I increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above). Goal #1:	
2012 Current level:	2013 Expected level:
Data not yet released.	By July 2013, Avalon Elementary will increase VPK students' readiness by 3% based on FLKRS 2012 score.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited activities that will help families with students come prepared for kindergarten.	Provide kindergarten orientation	Principal CRT Kindergarten Teachers	Parent sign-in sheets Classroom observations	FLKRS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goal #4

Increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above). Goal (s)

Additional Goal #5

All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade.

(Reference Math Goals 1, 3, 4, and 5) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1. Additional Goal #5 All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade. (Reference Math Goals 1, 3, 4, and 5) Goal</p> <p>Additional Goal #5 All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade. (Reference Math Goals 1, 3, 4, and 5) Goal #1:</p>	<p>91% of all students taking the 2013 FCAT Math will score at a Level 3 or above.</p>
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2012 Current level:	2013 Expected level:
88% of all students scored at a Level 3 or above on the 2012 FCAT Math.	By July 2013, 91% of students will score at a Level 3 or above on the FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5	Reference Math Goals 1, 3, 4, and 5

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goal #5

All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade.

(Reference Math Goals 1, 3, 4, and 5) Goal(s)

Additional Goal #6

All students will be proficient in FCAT mathematics, reading, science and writing and all students will demonstrate learning gains in reading and math.

(Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Additional Goal #6 All students will be proficient in FCAT mathematics, reading, science and writing and all students will demonstrate learning gains in reading and math. (Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1) Goal		High performance on the 2013 FCAT Reading will be 88%, Math 91%, Writing 97%, and Science 82%			
Additional Goal #6 All students will be proficient in FCAT mathematics, reading, science and writing and all students will demonstrate learning gains in reading and math. (Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1) Goal #1:		Learning gains on FCAT Reading 85% and Math 84%			
2012 Current level:		2013 Expected level:			
High performance on the 2012 FCAT Reading 85%, Math 88%, Writing 97%, and Science 79%		By July 2013, high performance on the 2013 FCAT Reading will be 88%, Math 91%, Writing 97%, and Science 82%			
Learning gains on FCAT Reading 82% and Math 81%		Learning gains on FCAT Reading 85% and Math 84%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1	Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goal #6

All students will be proficient in FCAT mathematics, reading, science and writing and all students will demonstrate learning gains in reading and math.

(Reference Reading Goals 1, 2, 3, 4, 5; Math Goals 1, 2, 3, 4, 5; Science Goals 1, 2; and Writing Goal 1) Goal(s)

Additional Goal #7

Maintain High Fine Arts Enrollment Percentage Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Additional Goal #7 Maintain High Fine Arts Enrollment Percentage Goal Additional Goal #7 Maintain High Fine Arts Enrollment Percentage Goal #1:	Maintain 100% of Avalon students enrolled in the Fine Arts.
2012 Current level:	2013 Expected level:
100% of Avalon students are enrolled in the Fine Arts.	By July 2013, 100% of Avalon students will be enrolled in the Fine Arts.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for fine arts programs	Provide school funds as requested to maintain Fine Arts programs	Principal Registrar Dean	Classroom observations	Enrollment Report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Additional Goals #8

Eliminate the disproportionate classification and placement of minority students in special education Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Ready by Curriculum Associates	Florida Ready provides a combination of assessment and intensive instruction on all the Next Generation Sunshine State Standards.	School Budget	\$4,000.00
Reading	ForeSight Assessment	ForeSight Assessments provides in depth feedback data allowing teachers to drive their instruction. The data pinpoints where to focus instruction to maximize learning.	School Budget	\$6,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Envision Math Daily Homework	Scientific, evidence-based math program with empirical data that proves its effectiveness in increasing student math achievement.	School Budget	\$425.00
Science	Essential Labs	Materials to conduct investigations to support benchmarks Florida students are required to master.	School Budget	\$300.00
Writing	WriteScore	Student essays are hand-scored according to state-mandated criteria and reflect similar findings. Analysis of student writing identifies strengths and weaknesses to inform the most effective instruction.	School Budget	\$1,700.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
Additional Goal #1 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities)	N/A	N/A	N/A	\$0.00
Additional Goal #2 All Elementary Students will Read Independently on Grade Level by Age Nine	N/A	N/A	N/A	\$0.00
Additional Goal #3 Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan.	N/A	N/A	N/A	\$0.00
Additional Goal #4 Increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above).	N/A	N/A	N/A	\$0.00
Additional Goal #5 All students will become fluent in all four basic mathematical				

operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade. (Reference Math Goals 1, 3, 4, and 5)	N/A	N/A	N/A	\$0.00
Additional Goal #7 Maintain High Fine Arts Enrollment Percentage	N/A	N/A	N/A	\$0.00
Additional Goals #8 Eliminate the disproportionate classification and placement of minority students in special education	N/A	N/A	N/A	\$0.00
				Subtotal: \$12,425.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Imagination Station	Imagination Station is a data-driven comprehensive reading intervention program for students K-5.	School Budget	\$6,000.00
Reading	Renaissance Place - Accelerated Reader and STAR Reading	Provides daily information about student reading and makes it easy to continuously monitor comprehension, track the time students spend reading, and differentiate reading practice.	School Budget	\$4,000.00
Reading	Brainchild WebAchiever	Formative assessment and instructional FCAT online assessment program to assess and adjust instruction on Next Generation Standards, as measured by the FCAT tests.	School Budget	\$950.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
Additional Goal #1 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities)	N/A	N/A	N/A	\$0.00
Additional Goal #2 All Elementary Students will Read Independently on Grade Level by Age Nine	N/A	N/A	N/A	\$0.00
Additional Goal #3 Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan.	N/A	N/A	N/A	\$0.00
Additional Goal #4 Increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70%	N/A	N/A	N/A	\$0.00

and above).

Additional Goal #5 All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade. (Reference Math Goals 1, 3, 4, and 5)	N/A	N/A	N/A	\$0.00
Additional Goal #7 Maintain High Fine Arts Enrollment Percentage	N/A	N/A	N/A	\$0.00
Additional Goals #8 Eliminate the disproportionate classification and placement of minority students in special education	N/A	N/A	N/A	\$0.00

Subtotal: \$10,950.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
Additional Goal #1 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities)	N/A	N/A	N/A	\$0.00
Additional Goal #2 All Elementary Students will Read Independently on Grade Level by Age Nine	N/A	N/A	N/A	\$0.00
Additional Goal #3 Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan.	N/A	N/A	N/A	\$0.00
Additional Goal #4 Increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above).	N/A	N/A	N/A	\$0.00
Additional Goal #5 All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade. (Reference Math Goals 1, 3, 4, and 5)	N/A	N/A	N/A	\$0.00
Additional Goal #7 Maintain High Fine Arts Enrollment Percentage	N/A	N/A	N/A	\$0.00
Additional Goals #8 Eliminate the				

disproportionate classification and placement of minority students in special education	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
Additional Goal #1 Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities)	N/A	N/A	N/A	\$0.00
Additional Goal #2 All Elementary Students will Read Independently on Grade Level by Age Nine	N/A	N/A	N/A	\$0.00
Additional Goal #3 Increase number of classrooms actively implementing the Orange County Public Schools Character Development Plan.	N/A	N/A	N/A	\$0.00
Additional Goal #4 Increase by 3 to 5% the percent of VPK students who will enter elementary school ready based on FLKRS data (score 70% and above).	N/A	N/A	N/A	\$0.00
Additional Goal #5 All students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting decimals by the end of fifth grade. (Reference Math Goals 1, 3, 4, and 5)	N/A	N/A	N/A	\$0.00
Additional Goal #7 Maintain High Fine Arts Enrollment Percentage	N/A	N/A	N/A	\$0.00
Additional Goals #8 Eliminate the disproportionate classification and placement of minority students in special education	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$23,375.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No allocation of funds for SAC.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

The 2012-2013 School Advisory Council for Avalon Elementary will be proactive in approving and monitoring this years SChool Improvement Plan

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Orange School District AVALON ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	98%	98%	95%	386	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	78%			152	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	91% (YES)			170	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					708	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District AVALON ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	95%	95%	82%	366	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	74%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	78% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					656	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested